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| **Co-Teaching** | | |
| ***Checklist for Co-Planning*** | ***Data*** |
| **Class size, seating chart** |  |
| **Materials available for use** |  |
| **Where are students in the learning of the material? Connections to previous learning. What I need to know…** |  |
| **Co-teaching model to be used**  **(parallel teaching; one lead, other supports; team; alternate)** |  |
| **Routines, procedures, etc. already in place for classroom management**  **(info re: transition time)** |  |
| **Must haves:** |  |
| **Any teacher beliefs that need to be shared** |  |
| **Specific student needs:** |  |
| **Timing/pacing considerations** |  |
| **Data gathering method**  **(videotape, another colleague observing)** |  |
| **Date/time to co-teach**  **Date/time for AFTER meeting** |  |
| **Before**  **Probing:**  **-Clarify purpose; decide on a lesson** **-Most important piece.  W/o this lesson will just be OK.**  **Be Aware:** **- Share responsibility evenly** **-Know strengths and weaknesses and preferences of teachers** **-Teaching styles** **-Level of rapport/relationship could dictate modeling choice** **-Share beliefs ahead of time and LISTEN** **-Be aware that you might be perceived as “bullying”** **-Dry run/run through**  **-Might want to visit class at least once to observe procedures, to understand content.** | | |
| **During**  **--Videotape (Clarity about what is to be focused on.)** **-Have another colleague observe and take notes** **-Keep the dialogue going with each other. Be transparent.** **-Handling the unexpected - on the fly-teachable moment-flexibility** **-Teacher relationship with students must be preserved and not upstaged.** **-Formative assessment** **-Differentiate instruction (UDL)**  **-Preserve teacher-student relationship** | | |
| **After**  **-Ask & write collaborative/quick reflective questions to determine experience.  i.e.-not “How do you think it went?” but what did you notice** **-List changes for future** **-How did the way we gather data work?  Other things that might be more successful?**  **- Assessment (teacher and students) both formative and summative** **- Review student artifacts.** **-Date of next meeting** **-How are we going to use this for our next lesson?** **-To what extent did lesson meet the objectives?** **-Collaboration - what worked and didn’t?** **-Where was there flow?** **-Was there any time that I became a hindrance?** | | |
| Coach’s Concerns     Teacher’s Concerns | | |
| Other: | | |